



RESEARCH BRIEF

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Dropout and Graduation Rates 2009-2010

The District conducts a **cross-sectional** analysis of student dropouts annually; it examines dropout rates among students enrolled in various grades at one point in time. A **longitudinal** analysis, also conducted annually, tracks a group of students in the same grade or cohort over a period of several years. Each method addresses a different aspect of how many students are dropping out of school. This research brief provides information on the cross-sectional and longitudinal dropout rates and longitudinal graduation rates for 2009-2010.

Dropout Definitions

The Florida Department of Education (FDOE) currently defines a dropout as a student who: (1) voluntarily removes himself or herself from the school system before graduation; (2) has not met the relevant attendance requirements of the school district, or the student's whereabouts are unknown; (3) has withdrawn from school but has not transferred to another public or private school; (4) has withdrawn from school because of hardship; or (5) is not eligible to attend school because of reaching the maximum age for an exceptional student program. Rates depicted in this brief reflect the withdrawal codes pertaining to these outcomes as recorded by school site personnel.

Cross-Sectional Analysis and Dropout Rate

The methodology used to determine cross-sectional dropout rate divides the number of students in grades 9 through 12 who are classified as dropouts by the total number of students in grades 9 through 12 in attendance at any time during the school year. The cross-sectional dropout rate is expressed as a percentage of the membership for the entire school year. The dropout rate for 2009-2010 across grades 9-12 was 4.2 percent. Table 1 includes a breakdown of the rates by grade and across grades for 2008-2009 and 2009-2010. The observed cross-sectional dropout rates are slightly higher in 2009-2010 across all grade levels.

Table 1
Cross-Sectional Dropout Rates for 2008-2009 and 2009-2010

Grade	2008-2009			2009-2010		
	2009 All Year Membership	No. of Dropouts	Dropout Rate	2010 All Year Membership	No. of Dropouts	Dropout Rate
9	27,753	963	3.5%	30,176	1,099	3.6%
10	30,243	1,169	3.9%	26,450	1,107	4.2%
11	24,998	899	3.6%	26,025	944	3.6%
12	25,605	1,030	4.0%	25,428	1,392	5.5%
9 - 12	108,599	4,061	3.7%	108,079	4,542	4.2%

Cross-Sectional Rate by Gender

Table 2 includes a breakdown of the rates by gender and grade for 2008-2009 and 2009-2010. Consistent with previous local and national findings, female students were categorized as dropouts/truants less frequently than were male students. Specifically, the rate for 2009-2010 for female students in grades 9-12 was 3.3 percent. The rate for 2009-2010 for male students in grades 9-12 was 5.0 percent.

Table 2
Cross-Sectional Dropout Rates for 2008-2009 and 2009-2010 by Gender

Grade	Female		Male	
	2008-2009	2009-2010	2008-2009	2009-2010
9	2.9	2.8	4.0	4.4
10	3.2	3.4	4.5	5.0
11	2.8	3.1	4.4	4.2
12	3.5	4.2	4.6	6.8
9 - 12	3.1	3.3	4.4	5.0

Cross-Sectional Rate by Ethnic/Racial Background

White, Non-Hispanic students were categorized as dropouts less frequently than were either Hispanic or Black, Non-Hispanic students (Table 3). In examining the rate for White, Non-Hispanic students, it can be seen that the dropout rate for this group was 2.9 percent for grades 9-12 for 2009-2010. For Hispanic students, the rate for grades 9-12 was 3.9 percent for 2009-2010; and for Black, Non-Hispanics, the rate for students in grades 9-12 was 5.4 percent for 2009-2010. As can be seen, there is a slight increase in the dropout rate for all three major racial/ethnic groups. The largest increase was seen in 9th-12th grade Hispanic students. The cross-sectional dropout rate for these students increased from 3.4 percent in 2008-09 to 3.9 percent in 2009-10.

Table 3
Cross-Sectional Dropout Rates by Race/Ethnicity

Grade	White, Non-Hispanic		Black, Non-Hispanic		Hispanic	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
9	2.3	2.7	5.0	4.9	3.1	3.3
10	2.7	2.9	5.2	5.6	3.6	3.9
11	2.5	2.7	4.9	4.2	3.3	3.6
12	2.6	3.6	5.3	7.0	3.7	5.1
9 - 12	2.5	2.9	5.1	5.4	3.4	3.9

Cross-Sectional Dropout Rates for Exceptional Student Education Programs

This year, in keeping with the State's practice, the dropout rates for exceptional students was calculated using the grade 9-12 total membership from the End of Year Survey. This includes any 9-12 student who was in membership at any time during the year or its associated summer session.

Table 4
Cross-Sectional Dropout Rates for Exceptional Student Education Programs

Exceptional Student Education Program	2009-2010 All Year Membership	Dropout Rate
Total Excluding Gifted	12,625	7.1%
Gifted	12,337	1.1%
Total	24,962	4.1%

Cross-Sectional Dropout Rates for Limited English Proficient (LEP) Students

The dropout rate for grades 9-12 students classified as ESOL Levels 1-4 was 5.7 percent for 2008-2009. The cross-sectional dropout rate for LEP students in 2009-2010 across all grade levels was considerably higher, at 6.7%. The majority of this increase was found in grade 12, where the dropout rate increased by over three percent.

Table 5
Cross-Sectional Dropout Rates for LEP Students

Grade	2008-2009			2009-2010		
	All Year ESOL 1-4 Membership	No. of LEP Dropouts	LEP Dropout Rates	All Year ESOL 1-4 Membership	No. of LEP Dropouts	LEP Dropout Rates
9	2,851	121	4.2%	3,128	191	6.1%
10	3,153	193	6.1%	3,034	155	5.1%
11	2,291	131	5.7%	2,666	164	6.2%
12	1,627	125	7.7%	2,028	221	10.9%
9 - 12	9922	570	5.7%	10856	731	6.7%

Longitudinal Graduation Analysis and Dropout Rate

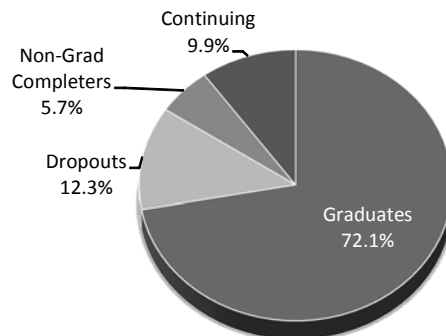
The longitudinal analysis tracks a single class over its high school career and retrospectively determines the proportion that dropped out and the proportion that graduated. The rates are reported as a percentage of the cohort group. As the cohort group advances through high school, withdrawals are dropped from the cohort group and transfers-in are added in. This report focuses one particular cohort group: the students who started 9th grade in October 2006, normally scheduled to graduate in June 2010.

The 4-year dropout rate for the cohort group was 12.3 % and the 4-year graduation rate was 72.1% (Table 6). Not all students in the cohort complete the normal 4-year high school span as either graduates or dropouts. Students can complete high-school with Certificates of Completion (5.7% for this cohort) and are not considered as graduates in this analysis. Additionally, 9.9% of the cohort was still enrolled in school and may be part of an extended-path graduate designation in the future.

Table 6
Longitudinal Dropout and Graduation Rates

Regular Students			
	Graduates	19229	72.1%
	Dropouts	3289	12.3%
	Non-Grad Completers	1513	5.7%
	Continuing	2636	9.9%
	Cohort	26667	100.0%

Graduation & Dropout Breakdown



Longitudinal Rates by Ethnic/Racial Background

White, Non-Hispanic students had higher graduation rates than Hispanic students, who, in turn, had higher graduation rates than Black, Non-Hispanic students (Table 7). Conversely, the dropout rates for Black, Non-Hispanic students was higher than that for Hispanic students, which was, in turn higher than that for White, Non-Hispanic students.

Table 7
Longitudinal Dropout and Graduation Rates by Race/Ethnicity
for the 2006 Cohort

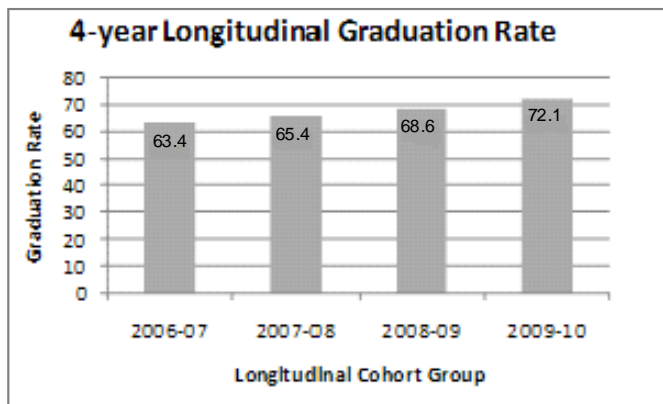
White			Hispanic			Black		
Graduates	2021	82.2%	Graduates	11999	73.9%	Graduates	4683	63.7%
Dropouts	212	8.6%	Dropouts	1990	12.3%	Dropouts	1044	14.2%
Non-Grad Completers	67	2.7%	Non-Grad Completers	922	5.7%	Non-Grad Completers	502	6.8%
Continuing	158	6.4%	Continuing	1324	8.2%	Continuing	1118	15.2%
Cohort	2458	100.0%	Cohort	16235	100.0%	Cohort	7347	100.0%

Summary

Cross-Sectional Dropout Analysis

- The cross-sectional dropout rate for 2009-2010 for grades 9-12 was 4.2%. This was slightly higher than the cross-sectional dropout rate for 2008-2009.
- Consistent with previous local and national findings, female students were categorized as dropouts less frequently than were male students. Specifically, the rate for male students for 2009-2010 was 5.0 percent (grades 9-12). The rate for female students was 3.3 percent (grades 9-12).
- White, Non-Hispanic students were categorized as dropouts less frequently than were either Hispanic or Black, Non-Hispanic students. Specifically, the 2009-2010 rate for White, Non-Hispanic students was 2.9 percent (grades 9-12); for Hispanic students the rate was 3.9 percent (grades 9-12); and for Black, Non-Hispanic students the rate was 5.4 percent (grades 9-12).

Longitudinal Graduation Analysis and Dropout Rate



- The longitudinal 4-year dropout rate for the 2006-2010 cohort group was 12.3 percent. The longitudinal 4-year graduation rate for the 2006-2010 cohort group was 72.1 percent .
- The longitudinal 4-year 2006-2010 dropout rate for White, Non-Hispanic students was 8.6 percent; for Hispanics students the rate was 12.3 percent; and for Black, Non-Hispanic students the rate was 14.2 percent. The longitudinal 4-year 2006-2010 graduation rate for White, Non-Hispanic students was 82.2 percent; for Hispanic students the rate was 73.9 percent; and for Black, Non-Hispanic students the rate was 63.7 percent.

The method for calculating graduation rates recently changed to exclude students who passed the General Educational Development (GED) test. Despite this change, the longitudinal graduation rate shows a steady improvement over the last four years.

The cross-sectional or single-year method and the longitudinal or multi-year method examine data at different points in time and may yield different conclusions depending on the method used. Furthermore, the methodology for defining the cohort group and calculating the dropout and graduation rates is subject to slight modification from year to year. A longitudinal methodology is generally preferred over cross-sectional analysis since the former is less susceptible to temporary fluctuations over time.

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